



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Educational News and Editorial Comment

A NEW DEPARTURE

The policy of the *School Review* has been to avoid in every way the actual limitations, or even the appearance, of being a departmental organ. The officers of the School of Education of the University of Chicago have carried on the work of the editorial office, but have never allowed themselves to monopolize the space for institutional interests. For some years past it has seemed wise to the editors not to report in a systematic way the doings of the University of Chicago lest it should seem that this well-established policy had been abandoned—this, in spite of the fact that there has been a constantly increasing demand for news of the experiments which are being carried on in the laboratory schools and departments of the School of Education.

The *School Review* is published monthly from September to June by the University of Chicago. It is edited and managed by the Department of Education as one of a series of educational publications. The series, including also the *Elementary School Journal* and the *Supplementary Educational Monographs*, is under a joint editorial committee and covers the entire field of educational interests.

JOINT EDITORIAL COMMITTEE

CHARLES HUBBARD JUDD, *Chairman*
SAMUEL CHESTER PARKER
JOHN FRANKLIN BOBBITT
HENRY CLINTON MORRISON

Articles and Editorials of
The School Review

ROLLO LA VERNE LYMAN
MORTON SNYDER

Reviews

HAROLD ORDWAY RUGG
ROLLA MILTON TRYON

Articles and Editorials of
The Elementary School Journal

FRANK NUGENT FREEMAN
HARRY ORRIN GILLET

Supplementary Educational Monographs

WILLIAM SCOTT GRAY
MARCUS WILSON JERNEGAN

ADVISORY BOARD OF THE SCHOOL REVIEW

WILLIAM McANDREW, New York City
JEROME O. CROSS, Fresno, California
I. M. ALLEN, Springfield, Illinois
FRANKLIN W. JOHNSON, New York City
H. L. MILLER, Madison, Wisconsin

H. V. CHURCH, Cicero, Illinois
ALEXANDER INGLIS, Cambridge, Massachusetts
E. A. MILLER, Oberlin, Ohio
FRED C. AYER, Seattle, Washington
L. V. KOOS, Minneapolis, Minnesota

With this issue an experiment is being inaugurated. Two pages are being set aside for news from the School of Education. At the same time steps have been taken to secure, if possible, from other institutions news of current experiments which are being tried in the field of secondary-school education. It is a well-known fact that many interesting innovations in high-school organization and instruction are devised each year and are not widely known because they are not thought of as sufficiently pretentious to justify discussion in a formal article. Yet, in the aggregate, these innovations make for steady progress in high-school education. It ought to be possible to interest principals and teachers in the exchange of news items on such matters. The items which will be published from month to month on the activities in one department will, it is hoped, serve to stimulate others to report in the same way in short statements the experiments in which they are engaged. The editors invite co-operation in this exchange of one-page statements. They will welcome, also, questions or suggestions which will lead to interchange on the part of secondary-school people of short definite comments on matters of current interest.

THE NATIONAL EDUCATION ASSOCIATION IN 1919

A sparsely attended meeting of the National Education Association was held in Milwaukee during the week of July 4. There was no enthusiasm for the Association or its doings. There was no action of importance to American education; no report of a working committee which promised real progress in school matters; no projection of productive plans for the future. It was voted to hold the meeting next year in a remote city. The present political management of the organization was confirmed in its power.

The Association is threatened with dissolution. Other organizations with more homogeneous interests are coming into prominence. The Department of Superintendence is

infinitely more influential as a gathering genuinely interested in educational reports and hitherto relatively free from the blighting influence of selfish politics. The Teachers' Federation, with its recent rapid expansion, has overtopped the National Education Association as the champion of higher salaries and federal subsidies to school systems. The summer sessions of normal schools and universities absorb the time and attention of teachers seeking better preparation for their work.

To these positive reasons for the withdrawal of patronage from the summer meetings of the Association must be added one large outstanding negative fact. The leaders of the National Education Association are either unable or unwilling to rescue the Association from quarrels and bickering which have nearly accomplished its ruin.

There can be little doubt that the winter meeting will hereafter be looked to as the important educational meeting of the country. It is a serious defect of the organization of the Department of Superintendence that it is in form and in the management of its funds an appendage of the central Association. It would be much better for education if the dues of those who are interested in the winter meeting could be used for productive educational activities without an appeal to the trustees of the Association. Work could then be undertaken on a broad professional scale and results could be secured. It is distinctly to be hoped that the Department will throw off its inhibiting affiliation with the moribund Association.

DR. CHADSEY, DEAN OF THE SCHOOL OF EDUCATION
OF THE UNIVERSITY OF ILLINOIS

Some months ago the *School Review* announced with great satisfaction the appointment of Dr. Chadsey to the superintendency of schools of the city of Chicago. Since that time much has happened. Mayor Thompson was re-elected; a new board of education absolutely subservient to the City Hall was

appointed and ratified by the City Council. The new board, acting in accordance with the Mayor's pre-election promises, promptly repudiated the election of Mr. Chadsey and elected Mr. Mortenson. Mr. Mortenson was for a time superintendent under an earlier City Hall board. He was favored by the Principals' Association, a powerful political organization which has long dictated policies to superintendents of schools in Chicago. Mr. Mortenson was also favored by many, if not most, of the teachers who joined the principals and the Mayor in opposing the appointment of any outsider as an affront to the system.

The legality of Mr. Mortenson's appointment is before the courts with very large probability that Dr. Chadsey will be reinstated. In the meantime, universities saw the possibility of interesting Dr. Chadsey in productive scholarly contributions to education. The University of Chicago welcomed him to the summer quarter where he gave to a large body of advanced students courses on school administration. The University of Illinois persuaded him to undertake the organization of the new School of Education, for which generous provision has been made by the legislature and trustees.

One is divided in one's interests. The educational profession will profit greatly by Mr. Chadsey's decision to devote to the development of a department of education his broad scholarly training and the results of his wide experience. On the other hand, the organization of the larger school systems is one of the major problems of modern American education. It is unfortunate for Chicago and for the country at large that the organization of this great system is indefinitely postponed. It was the deliberate judgment of the leading educators of the United States and of a commission of disinterested citizens that Dr. Chadsey was the one man in the country who could bring into being in Chicago an organization of schools worthy of

this great metropolis. These judges passed no uncertain judgment on the corps of officers of the local system. The educational profession of the nation has in its published comments made very clear its judgment of those within the schools who contributed to a continuation of the chaos which has for years characterized the school situation in the second city of this continent.

ST. LOUIS AND THE SUPERINTENDENT

Once more the schools of St. Louis have outlived a political attack. This time the attack came in the form of an effort on the part of a discredited member of the board, who got his election by political trickery, to hold up the appointments recommended by the superintendent. Five leading principals and assistant superintendents were held up by the chairman of the Teachers' Committee of the board. He had not exercised his functions on the Committee, and he did not cover up the fact that his action was intended to discredit the superintendent.

Superintendent Withers did what he has done several times before in recent months—went to the mat with Mr. Murphy, and this time it appears that there is not enough left of Mr. Murphy to be concerned about in the future. There were no adequate grounds for the postponement of action on Superintendent Withers' nominations. The opposition apologized and promised to behave.

Superintendent Withers has done American schools a service. There is no possibility of blinking the fact that many school men are cowards. When some politician tries to bully them, they give way because they are afraid to maintain their positions. The politician ought to be made to understand, as he does in St. Louis, that the school man knows his business and his mind, and that facts cannot be neglected if they are in the hands of a superintendent with steady nerves and a clear eye.

It might not be a bad plan for school men to study the St. Louis situation. Here is a system that has devoted a great deal of attention to the training of teachers-in-service. Here is a system in which the principals are selected because they are trained in educational science and have had experience in other centers. Here is a school system with a charter drafted by some of the best and wisest citizens of the city. Here is a system which has been presided over for generations by strong superintendents who were not in politics, but not afraid of politicians.

TECHNICAL BOOKS

There are gradually filtering into the lists of books offered to high-school students titles which the older teachers of English used to neglect entirely. By way of encouraging this tendency, the following news item, supplied by the American Library Association, is offered as indicating what high-school pupils, as well as soldiers, like:

The American Library Association War Service is taking an active part in the program of reconstruction that has for its aim the fitting of discharged American soldiers and sailors into useful civilian occupations. To satisfy the demand of the home libraries for a list of the technical books that will meet the needs of the discharged soldier or sailor, its book department has just published an attractive 123-page list of technical books.

Arrangement is by broad subjects with an index by smaller subjects. "An attempt has been made to arrange the books under subject in order of difficulty where scope is similar, otherwise to progress from the general treatise to the limited and specialized." Full annotation and the starring of entries suitable for first purchase add greatly to the value of the book as a buying list. Larger libraries that already have excellent collections of technical literature will welcome the list for its reference value in connection with reconstruction work.

The demand made upon the libraries for this class of literature by returning troops is very great. The librarian in charge of the technical department of one library, who kept account of the matter for some time, reported that an average of 100 men daily testified that they had first learned of the technical books for which they were asking thru the War Service of the A. L. A.

NEED OF TEACHERS IN WISCONSIN

The State Board of Education of Wisconsin has published a statement regarding the situation which the high schools are facing which is so typical of the conditions in all parts of the country that one section of the statement may be quoted. It is as follows:

TRAINING HIGH-SCHOOL TEACHERS OF GENERAL SUBJECTS

THE SITUATION

1. There are certain facts regarding the present situation with reference to the training of high-school teachers that are universally agreed upon, namely:
 - (a) That the supply of persons with the legal qualifications to teach in high schools is less than our needs.
 - (b) That the public education agencies of the State furnish not more than $\frac{3}{4}$ of the supply.
 - (c) That many of the persons teaching in our high schools are inadequately trained for the work.
 - (d) That for many high-school teachers the teacher training they received was in lines other than those that they are now engaged in teaching.
 - (e) That the teacher personnel is a rapidly fluctuating one.
 - (f) That the teacher personnel is a migratory one.
 - (g) That about $\frac{1}{4}$ of the high-school teachers are men.
2. There is one hopeful sign in the situation, namely, that the compensation of high-school teachers and principals is increasing substantially.
3. There is fairly substantial agreement that a high-school teacher ought to have four years' training in advance of high-school graduation, i.e., graduation from a college with special emphasis on education, or the equivalent wherever given. This is an ideal to be aimed at rather than a practical proposal to be immediately put into effect.
4. Adequate standards have not yet been insisted upon for teachers of the special branches because of the recent remarkable development of these branches. This field offers special problems to be taken up subsequently.
5. The laws for the certification of teachers for all grades of schools need a thoroughgoing radical revision.

DISTRICTING STATES FOR HIGH SCHOOLS

Attention was called in an earlier issue of the *School Review* to the unsolved problem in all of our states which appears in

the fact that the territory of these states has never been restricted for high schools. There is no foot of soil in the United States which does not fall within an elementary-school district, and for most children there is provision for an elementary education. Example after example turns up, on the other hand, of lack of proper provision for education beyond the eighth grade. This time the evidence comes from Tioga County in New York.

The teachers of Tioga County made a survey and found that out of a total of 919 pupils only 204 live within two miles of a high school; 193 live between two and four miles from a high school; 173 between four and six miles; 249 between six and eight miles; and 100 more than eight miles. The result of these conditions is that a great many pupils drop out of school as soon as the compulsory school law permits.

It would be a very impressive lesson in all the states if similar surveys could be made. The facts in many districts would be less optimistic than those from southern New York.

One solution of the difficulty is the more general establishment of junior high schools. Such schools require less extensive districts than do senior high schools and they carry pupils to an age when it becomes more feasible for them to make, if necessary, long trips to secure the advantages of a high school. The junior high school is a desirable addition to consolidated rural schools and to the school systems of small towns long before the senior high school is possible.

JUNIOR HIGH SCHOOLS

The Bureau of Education has issued as Leaflet No. 5, 1919, a list of references on the junior high school. This is a comprehensive list including references down to 1919. It will do much to help those who are making a study of this unit of the American school system to get the material necessary for their readings.

The list is very impressive evidence of the widespread interest in this movement for an enlargement of the elementary school and a better articulation of the lower school with the high school. It shows that there is a clear recognition of the importance of the experiment and a genuine effort to develop through discussions the meaning of the new movement.

There are those who have not read the numerous articles and books on the junior high school. Some of them say that the new school has no clear definition. Some of them say that it is nothing but a renaming of the upper grades. The writer met a member of a prominent committee which is recommending radical changes in the high-school curriculum and learned that the committee had not considered the effects on its work of the junior high-school movement. All these classes of uninformed people can now get at the references for reading by writing to the Bureau. If they would avail themselves of the opportunity, they would discover that there is no more important fact in American school history than this modern reorganization of the seventh, eighth, and ninth grades.